

Step-by-step daily implementation for Defined Learning Performance Task  
Each 'day' listed is approximately 60 minutes (1 hour) of learning time for the student.

DAY 1, 60 MINS			
Step 1	10-15 mins	<b>START</b> by reading thru <i>Task's</i> "Introduction" and "Background" information	<ul style="list-style-type: none"> <li>• <b>BEGIN</b> with the selected <b>CAREER VIDEO</b> and have a group discussion about any questions and make content connections.</li> <li>• Explain that they are going to begin a unit on _____ concept(s) and that this task will help them understand _____ through their work and role of a/an _____. (This is a great framework that should be stated on a bulletin board or large poster for the classroom)</li> <li>• <b>NEXT</b>, clearly introduce and state the <b>GRASP</b> template of the task: Goal, Role, Audience and Situation.</li> </ul> <p><i>Teacher note - Performance tasks for grade K-2 can be completed as a class or in smaller groups facilitated by an adult. It is also recommended that the Illustration product be used here as a pre-assessment activity to tap into prior knowledge).</i></p>
Step 2	10-15 mins	<b>CONTINUE</b> with necessary "Instruction" and "Discussion"	Your class discussion/ instruction should highlight the desired academic content goal associated with this task that you want to cover. (i.e. space science, ecosystems, or inventions and engineering).
Step 3	10-15 mins	<b>DISCUSS</b> <i>Task's</i> "Goal" and "Things to Know"	<p>Together you will work to find answers to any questions you came up with around the task. This may include:</p> <ul style="list-style-type: none"> <li>• Research using outside resources like internet, books, etc..</li> <li>• Reinforcement of connected standards or concepts .</li> <li>• Reviewing/Reading Constructed Responses (with prompt and sentence frames) .</li> <li>• Re Watching Career Overview videos.</li> </ul>
Step 4	10-15 mins	<b>ASSIGN AND/OR CHOOSE</b> the <b>PRODUCT</b> that you will begin with for the next day OR begin work on first product if time allows	<p>Go over the description of the assigned product. Then, begin by watching the associated product video as a helpful guide.</p> <p>Product may be a class project or completed in smaller groups. Teacher will lead and facilitate product work and activity.</p> <p>You may want to review the following things:</p> <ul style="list-style-type: none"> <li>• Ideas for what product will look like.</li> <li>• Notes on what knowledge and skills will be used or needed</li> <li>• What materials and supplies are needed?</li> <li>• Go over associated rubric and offer suggestions or reminders for objectives and goals.</li> <li>• Watch product video (product Videos are a good springboard as you begin your work).</li> </ul>

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### DAYS 2 THRU 4

#### Product(s) 2-4

- Go over the description of the assigned product. Then, begin by watching the associated product video as a helpful guide.
- Teachers may need to lead and facilitate product work and activity.
- Provide authentic and targeted feedback on student ideas.
- Revise, complete and submit product work. If there is extra time, this would be a good time to choose/review the next product for the next day.
- Each performance task has up to 6 different work products. Teachers may assign as many or as few needed to facilitate learning based on students needs.

### DAY 5 – STREAM TASK WORK FAIR

#### PRESENTATION and DISPLAY of task work

- This day's will be the student performance task fair. This class time will be used to present and/or display finalized projects. This would be a good time for students to be able to view their work and share with others.
- Perhaps posters or murals can be made to highlight the "STEM" concepts and 21st Century skills that were used to complete the task of the week.
- This would be a good opportunity for parents to be included.